Unit title	Unit 5: Principles of Safe Practice in Health and Social Care
Guided learning hours	90
Number of lessons	45
Duration of lessons	2 hours
Links to other units	
• Unit 4: Principles of Effective Care • Unit 2: Anatomy and Physiology for Health and Social Care	

Key to learning opportunities			
PSA	Pearson Set Assessment	**RS**	Revision session
GS	Guest speaker	**V**	Visit
IS	Independent study	**C**	Classroom activities directed by teacher

Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim A: Examine how a duty of care contributes to safe practice in health and social care settings				
1	Introduction to unit content	C/IS	**Tutor presentation:** give out the unit specification and discuss how the unit is organised into separate learning aims, learning outcomes, assessment criteria and the mode of assessment. Discuss timescales and overlap of unit contents. **Small group activity:** divide learners into small groups to discuss and investigate a task relating to unit content. Learners should consider the allocated task and the relevance to the unit. **Tutor-led discussion:** collate suggestions and possible answers raised during the activity. Unit content quiz.	Tutor presentation and notes Specification Small dry-wipe boards for group activity and pens Large paper for presentation of ideas and markers Tutor pre-prepared task cards Quiz
2–3	**A1** Duty of care	C/IS	**Tutor introduction** to the topic and task: • What is care? • What is a duty of care? Discussion: collate ideas on the whiteboard. **Small group activity:** distribute activity cards, e.g. What is the legal obligation to protect wellbeing and prevent harm? • Why is there a legal obligation? • What could happen if there was no legal	Tutor presentation and notes Small dry-wipe boards for group activity and pens Large paper for presentation of ideas and markers Tutor pre-prepared task cards

Lesson	Topic	Lesson type	Suggested activities	Resources
			obligation? • Who is responsible for implementing the policy? • How is the policy implemented? • Who monitors the policy? • How is safe practice ensured? • How are individual rights promoted while balanced with risks? • How are individuals experiencing harm or neglect protected? • How are health, safety and wellbeing protected? **Tutor-led discussion:** collate small group task work onto the whiteboard, ensuring the expanding of answers to cover duty of care.	
4	Duty of care	C	Show TV documentary on a care facility that has been exposed as unfit for practice. Tutor-led discussion: consider the findings of the documentary – what went wrong?	Link to TV documentary
5	Duty of care	C	Show a recording of care provision with good/outstanding rating. **Tutor-led discussion:** collate opinions and observations.	Recording Whiteboard and pens

Lesson	Topic	Lesson type	Suggested activities	Resources
6	What are complaints?	C/IS	**Tutor-led presentation/discussion:** identify what exactly constitutes a complaint. **Small group activity:** distribute tutor task cards, e.g. reasons why complaints may be made, who might make a complaint, who would have responsibility for complaints, etc. **Tutor-led consolidation:** what exactly is a complaint? Consider why complaints may be made, who may make complaints.	Task cards Large poster paper to collate answers
7	Complaint policies	C/IS	**Tutor-led discussion:** how can complaints be investigated? How can complaints be responded to with respect? How can complaints be shown to be treated seriously? **Individual activity:** learners to research complaints policies and to formulate their own for a given care scenario.	Selection of complaint policies Selection of care setting scenarios Access to research facilities
8	Complaint policies	C/IS	**Tutor-led discussion:** identify the structure of a complaints policy. Identify essential contents. Individual work to plan a complaints policy – identifying what must be included.	Selection of complaint policies Access to research facilities
9	**A2** Complaint procedures	C/IS	**Tutor-led discussion:** identify the difference between a policy and a procedure – are both required? **Small group task:**	Selection of complaint procedures Task cards

Lesson	Topic	Lesson type	Suggested activities	Resources
			• How is a policy different from a procedure? • Why is a procedure required/used? • What can go wrong?	
10	Responding to concerns about harm and neglect in health and social care settings	GS	**Guest speaker:** a guest speaker (a visitor or via an internet platform like Skype or Zoom) could be asked to give an overview of different types of situations that have occurred in a care setting and resulted in concerns or complaints and how this changed the provision/policy/procedure in the setting to improve the quality of the service provision.	Guest speaker presentation and/or member of staff who has worked in a care setting Alternatively use case studies from Pearson website
11	Consolidation	RS	**Small group activity:** complete the quiz from learning aim A. Complete the worksheet of policy and procedures in care question and answer session. Complete all learning aim tasks.	Tutor presentation Research materials Quizzes Worksheets Research facilities Any other specific resources
12	Assessment	IS	**Tutor-led investigation** of assessment. Question and answer session relating learning aim teaching/learning to assessment – learners to take notes. **Individual learner task:** plan assessment	Tutor presentation Research materials Worksheets Assessments Any other specific

Lesson	Topic	Lesson type	Suggested activities	Resources
			task.	resources
13	Consolidate unit contents Assessment	RS	Learners to work on individual assessment tasks.	Research materials Quizzes Worksheets Assessment IT
Learning aim B: Understand how to recognise and respond to concerns about harm and neglect in health and social care settings				
14	**B1** Types and signs of harm	C/IS	**Tutor introduction to the topic and task:** what is harm? Discussion – collate ideas on whiteboard. **Small group activity:** distribute case studies. **Tutor-led discussion:** collate small group task work onto whiteboard ensuring the expanding of answers to cover definitions of what constitutes harm.	Tutor presentation and notes Small dry-wipe boards for group activity and pens Large paper for presentation of ideas and markers Tutor pre-prepared task cards
15	Types and signs of neglect (continued)	C/IS	**Tutor introduction to the topic and task:** what is neglect? Discussion – collate ideas on whiteboard. **Small group activity:** distribute case studies. **Tutor-led discussion:** are harm and neglect different?	Tutor presentation and notes Small dry-wipe boards for group activity and pens Large paper for presentation of ideas and

Lesson	Topic	Lesson type	Suggested activities	Resources
			Collate small group task work onto whiteboard ensuring the expanding of answers to cover definitions of what constitutes neglect.	markers Tutor pre-prepared task cards
16	**B2** Factors that could contribute to individuals being vulnerable to harm and neglect	C/IS	**Tutor led introduction to topic:** collate suggestions on whiteboard. Identify vulnerable groups. **Small group work:** learners to discuss case studies. **Tutor presentation:** definition of vulnerability. **Tutor-led discussion:** why are some people/children more vulnerable?	Tutor presentation and notes Small dry-wipe boards for group activity and pens Large paper for presentation of ideas and markers Tutor or Pearson pre-prepared case studies
17	Factors that could contribute to individuals being vulnerable to harm and neglect	I/S	TV documentary showing vulnerable people in a care setting. **Small group work:** identify factors which made individuals vulnerable.	Access to TV programme
18	**B3** Responding to suspected harm and neglect	GS	Guest speaker or link by Zoom, etc. Explaining possible responses in a care setting for adults. **Tutor-led discussion:** consider appropriate responses.	IT access
19	**B3** Responding to	C/IS	**Tutor presentation:** identify all professionals,	Tutor presentation and

Lesson	Topic	Lesson type	Suggested activities	Resources
	suspected harm and neglect (continued)		agencies, involved in responding to harm and neglect and their roles. **Small group activity:** discussing different roles, responsibilities of case studies/situations. Identifying correct course of action.	notes Case studies of a variety of professional roles, responsibilities (available on Pearson website)
20	**B4** Reducing the likelihood of harm and neglect	C/IS	**Tutor presentation:** how can professionals help to reduce the risk of harm and neglect? Learners offer comments and ideas to presentation. Learners to complete case studies.	Tutor presentation and notes Case studies
21	Reducing harm/neglect in family situations	GS	**Guest speaker** (social worker, police or charity worker) or link through virtual platform, etc.	Access to IT
22	Revision session learning aims A and B	I/SC/RS	Consolidate learning aims A and B and go through presentations, case studies, quiz answers and small group work. **Tutor-led investigation:** look at assessment contents. Question and answer session. **Tutor-led investigation:** consider assessment contents.	Tutor presentations Research materials Worksheets Assessments Quizzes Learner individual notes
23	Assessment work session	IS	**Individual learner task:** continue assessment research and complete assessment	Tutor presentation Research materials

Lesson	Topic	Lesson type	Suggested activities	Resources
			task.	Assessments Any other specific resources
24	Assessment task	IS	Learners to work on individual assessment tasks.	Research materials Quizzes Worksheets Assessment briefs IT resources
25	Assessment task	IS	Learners to work on individual assessment tasks.	Research materials Quizzes Worksheets Assessment briefs IT resources
26	Assessment presentations		Learners to present seminar to group and submit completed task. Tutor to complete summative observation record.	Tutor observation sheets IT resources
Learning aim C: Investigate the influence of health and safety regulations and policies in health and social care settings				
27	**C1** Manual handling Safe moving and handling of	V/C	Tutor presentation. Training film or visit by centre safety officer.	Tutor presentation and notes Access to a visit or training

Lesson	Topic	Lesson type	Suggested activities	Resources
	equipment and individuals			film Manual handling handout
28	Food hygiene procedures Food preparation and storage	GS/C	**Tutor presentation:** visit by food hygiene inspector (alternative access to a training film).	Tutor presentation and notes Access to visit or training film Food hygiene regulations handout Hygiene star ratings
29	Control of substances hazardous to health Storage and disposal of hazardous substances	C/V	Learners to be given task to complete. **Tutor-led discussion:** discuss where the signs are located and the reason notices are used. Visit from a member of staff responsible for safety/or visitor. Different responsibilities/roles involved in safety and minimising risk to adults and children.	College/centre tour to find hazard warning signs and notices Access to IT resources Quiz on signs Handout of regulations Handout of different colours/ uses of refuse bins
30	**C2** Reporting of injuries, diseases and dangerous occurrences regulations	C/V	**Tutor to introduce topic:** collate learners' ideas, suggestions on whiteboard. College/centre-designated officer to explain their role and the pertinent regulations and how these regulations are implemented and	Copy of centre reporting documentation Access to IT resources

Lesson	Topic	Lesson type	Suggested activities	Resources
			recorded in the centre. Question and answer session.	
31	Data protection regulations	C	Tutor presentation of regulations. **Small group activity:** discuss scenarios and complete worksheets. **Tutor-led discussion:** implications for future work roles. Storage of data.	Tutor presentation and notes IT resources Scenarios Worksheets
32	Standard of care regulations Equality regulations	GS	**Guest speaker** from either local care home/nursery or social services. Tutor recap of regulations as a quiz and handout.	Access to IT resources Handout Quiz
33	Consolidation session	C/IS	Tutor to lead discussion: 'What have we learned? How is it pertinent to the workplace?' **Individual study:** learners to plan assessment task 2.	Access to IT resources Handouts etc from LA
34	Assessment	IS	Learners to collate evidence for resource file. Tutor to support and supervise.	Access to IT resources
35	Assessment	IS	Learners to collate evidence for resource file. Tutor to support and supervise.	Access to IT resources
Learning aim D: Explore procedures and responsibilities to maintain health and safety and respond to accidents and emergencies in health and social care settings				

Lesson	Topic	Lesson type	Suggested activities	Resources
36	Infection control and prevention	C	Tutor to introduce topic and collate ideas on whiteboard. Different settings, etc. **Small group discussion:** complete research task. Learners to feed back research findings.	Tutor notes and presentation IT resources Task cards
37	Storage and administration of medication. Reporting and record keeping	GS	Guest speaker to explain infection control and prevention, the storage and administration of medication in a care setting and the process of record keeping and reporting.	Access to IT resources Handouts
38	Procedures for responding to accidents, illness and emergencies First aid	GS	First-aid training session by external agency or link to training session.	
39	Fire safety, evacuation and security procedures	C/GS	Fire drill by centre fire officers. Demonstration of using fire extinguishers. **Tutor-led discussion:** look at procedures.	Handouts
40	Risk assessments/ identifying hazards/ Individual responsibilities	C/IS	**Tutor-led presentation.** Leaners given risk assessment forms to complete for given task. Learners to present their findings to the group. **Tutor-led discussion:** consider individual	Tutor presentation and notes Variety of risk assessment forms

Lesson	Topic	Lesson type	Suggested activities	Resources
			responsibilities.	
41	Unit revision session	C	Tutor-led recap of unit to ensure all contents covered and understood. Small group tasks to explain task findings. Question and answer session.	Tutor notes All handouts, activities, presentations available Task sheets
42	Assessment	IS	Learners complete individual resource file.	IT resources All unit handouts, notes and quiz sheets
43	Assessment	IS	Learners complete individual resource file.	IT resources All unit handouts, notes and quiz sheets
44	Assessment	IS	Learners complete individual resource file.	IT resources. All unit handouts, notes and quiz sheets
45	Resource file presentation	C	Individual completed file presentation to group.	IT resources Learners' individual files Tutor records

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